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ABSTRACT

This course outline suggests materials and learning activities on the interrelated causes and consequences of population growth and other population concerns. Designed to educate general college audiences, it is also intended for use as a preservice course for teachers. In addition, the course can be modified for high school students. The course is divided into 15 class sessions, each focusing on a different aspect of population issues. These include the following topics: (1) Population Growth; (2) Evolution, Animal Behavior, and Anthropologic Data; (3) Population Growth on a Finite Planet; (4) Political Implications of Scarce Resources; (5) Population Growth and Social Conditions; (6) World Population Growth: Problem-Solving Strategies; (7) Does the U.S. Have a Population Problem?; (8) U.S. Population Distribution and Urbanization; (9) Immigration; (10) Population and the Individual; Stress, Alienation, Privacy, and Politics; (11) Family Size: Effects on Parents, Children, and Family Life-Size; (12) Changing Family Patterns; (13) U.S. Population Policies: Practical and Philosophical Considerations; (14) Population Education; and (15) Continued Review of Materials and Resources. Each of the one-page class session outlines includes reading and writing assignments, brief lectures, discussions, activities, films, resources, speakers, and special papers and projects. Appendices and bibliographies are included. (Author/DB)

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A PAPER FROM
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POPULATION AND HUMAN DEVELOPMENT

A Course Curriculum Including
Lesson Plans, Activities and
Bibliography

by

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Population Institute Intern

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INTRODUCTION

"Population and Human Development" is a course outline designed to educate general college audiences about the interrelated causes and consequences of population growth and other population matters. By increasing the emphasis on teaching materials, it can also be used as a teacher training instrument for teachers interested in population and can serve either as a pre-service or an in-service course. The curriculum can also be modified for use with advanced and motivated high school students, perhaps as a semester long elective.

This course is divided into fifteen class sessions, each focusing on a different aspect of population issues. It is a multidisciplinary integration of the findings of sociology, anthropology, psychology, biology, animal behavior, and education, an approach adopted from the Human Development Department of the University of Maryland. A list of the session topics and the related behavioral objectives is on page 6.

Each of the fifteen class sessions follows the basic format outlined below. Some suggestions for conducting the sessions are also presented, but teachers are encouraged to adapt the session format, as well as content, to their particular classes.

Assignments:

1. Readings--Except for Session #11, all the reading assignments are based on a list of basic texts (see page 8). The readings for Session #11 are available free of charge from ZPG and should be ordered well in advance. Alternatively, any other relevant readings may be substituted. Readings which provide the basis for the brief lectures (described below) are listed in the bibliography and should be available at most university and large public libraries. Some may be ordered for little or no charge from the address which follows the reference and some references are available from the same place. Teachers who wish to base their lectures on these readings and/or make the readings available to the students as well (see page 8), should review the sessions before the start of the course and order the necessary materials as soon as possible to insure that they will arrive on time. See reading list, page 8 .

2. Writing--In an effort to encourage the student to read critically and to actively question the validity of the readings, most of the assignments ask the student to summarize the reading assignment. These should be brief, one paragraph at most; a few sentences will do. In addition, many assignments also ask the student to prepare brief "comments, questions, or complaints" on the readings. These are referred to throughout the curriculum as "CQC's".

Brief Lectures: Most of the suggested lectures are summarized in a 25-page paper "Society and Fertility Behavior" by this author, also available from the Population Institute (see page 25). Teachers are free, of course, to present other relevant lectures or to eliminate the lectures entirely, which may be desirabble since discussions, activities and class presentations of special papers/projects often take more time than anticipated. Many of the lectures refer the teacher to articles and materials which are not required reading, but may be purchased or obtained free of charge. (See "Assignments" above.)

Discussions: Based on the reading assignments, activities or special projects and papers. May be eliminated if necessary.

Activities: Many of the sessions provide for classroom activities as a means of presenting the session topic on a more personal level. Most of these activities are simulation exercises or games. Some require materials which can be obtained in advance by writing the Population Institute (see page 25).

Films: (of varying lengths.) For use as time allows. Most are available on loan from Carl Huether at The University of Cincinnati (Biology Dept., 814A Brodie A-1, University of Cincinnatti, Cincinnati, Ohio 45221), or from The National Association of Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009. These and other films are also listed in the Population Reference Bureau's Sources and Resources which indicates where the films may be obtained.

Speakers: This course was designed with the use of speakers from the Washington D.C. area, which is particularly rich in people who work in the population field. Nonetheless, almost every area of the U.S. can now find speakers from Zero Population Growth, National Organization for Women, Sierra Club, Planned Parenthood, or local colleges and universities. A nationwide list of organizations which offer speakers on the population issue is contained in a Population Programs kit available from the Population Institute. (See page 25). The names of the Washington area speakers are retained in this curriculum as examples.

Special Papers and Projects: In addition to the regular assignments and activities for each session, it is suggested that each student write a brief paper or complete an individual or group project for presentation to the class, focusing on one of the fifteen topics covered in the sessions. (See page 5 for suggested topics.) Presentations of papers and projects may begin as early as session # 10, but some modification of other session requirements and activities may be necessary. Teachers should rearrange the format as needed.

This course is the outcome of a Population Institute internship. It has been a challenging and enjoyable project; I hope it will prove useful to others. It could not have been done without the extraordinary direction and encouragement of Carol Fontein, David Baker, and William Ryerson of the Population Institute. Special thanks go to Judy Senderowitz of the Population Institute, and to Judith Seltzer of the Population Reference Bureau for her generous help with materials.

Project Suggestions

A few of these projects might best be accomplished by small groups, others by individuals.

1. Assemble a slide/tape presentation illustrating and describing the effects of population growth combined with high consumption of natural resources.

2. Interview a group of high school students in sex education classes and ask them to assess the adequacy of the course in terms of their own needs. Present your report to the class.

3. Interview high school teachers about their interest in including a unit about population dynamics in the curriculum. What would be the desired length of time of this unit? What would make this easy and pleasant for the teachers to do?

4. Prepare an anecdotal report based on interviews with neighbors, relatives or friends on their reactions to their own family size, and their opinions on ideal family size.

5. Contact a local or state legislator and determine his/her position and motives concerning relevant population-related legislation. Ask what research findings the legislator would find helpful in determining his/her future policies concerning population issues.

6. Detail and document some of the pronatalist forces in our culture, e.g., portrayal of family size in children's literature, advertisements and toys, family rates for travel, recreation, and health insurance, income tax deductions, and so forth.

7. Organize a debate on contrary views of a population-related topic, e.g., the positive and negative impact on our economy of a stabilized population; the changing role of women vs. needs of small children; teenage need of contraceptive services vs. condoning sexual activity, energy needs vs. environmental needs.

8. Administer a brief questionnaire about population concepts to high school students and assess the state of their knowledge about population.

9. "Community Survey on the Status of Women." (See Session #12. See also page 25).

OUTLINE OF SESSION TOPICS AND BEHAVIORAL OBJECTIVES

By completing assignments and a special paper or project and participating in class discussions and activities, the student should be able to achieve the following goal of this course and objectives associated with each session.

Goal of this course: 1. To help teachers understand how population changes in the world and in the U.S. affect the individual and society, and how, in turn, individual and social decisions help determine population size and characteristics; 2. To help teachers discover effective teaching techniques, materials, and resources to transmit this understanding to his or her students.

Session #1, History of Human Population Growth: Define basic demographic terms; explain the interdependence of birth rates, death rates and migration in terms of population growth, decline or stability; describe briefly the history and projected future of human population growth on this planet.

Session #2, Evolution, Animal Behavior and Anthropologic Data: Describe animal studies and studies of "primitive" tribes which bear on population; support or refute arguments which place present-day population problems in this context.

Session #3, Population Growth on a Finite Planet: Identify the role population plays in our food, resources and pollution problems; identify the role of affluence and technology on these problems and the relationship between these two factors.

Session #4, Political Implications of Scarce Resources: Identify the possible effects of population growth and global interdependence on 1) world political stability and competition including the threats of national or international conflict; 2) the world economic system.

Session #5, Population Growth and Social Conditions: Describe how population growth affects social development including education; describe how the level of development, in turn, encourages or discourages population growth.

Session #6, World Population Growth; Problem-solving Strategies: Suggest various social and political actions through which nations can consciously attempt to alter their population growth rate, distribution or characteristics; assess the efficacy of these attempts in the light of past policies.

Session #7, Does The U.S. Have a Population Problem?: Define "population problem" in the light of varying value systems; support or refute the assertion that the U.S. is "overpopulated" in the light of those value systems; identify problems and benefits arising from slowing the growth rate.

Session #8, U.S. Population Distribution and Urbanization: Suggest the possible effects of changes in population distribution, particularly urbanization, on 1) water, land, and energy resources; 2) social services, and 3) political and economic well-being of the areas both entered and left.

Session #9, Immigration: Explain what percentage of the U.S. population growth is due to legal immigration and estimate the extent of illegal immigration; identify which American values come into conflict in immigration policies; be able to explain the positions of those holding opposing viewpoints.

Session #10, Population and the Individual: Stress, Alienation, Privacy and Politics: Identify ways in which population growth and density have an impact on the life-style of the individual. Discuss the impact of large numbers of people on individual adjustment, interpersonal relations and the adequacy of political representation.

Session #11, Family Size: Effects on Parents, Children and Family Life-Style: Analyze the effect of family size on the individuals in a family and on the family as a system. Is birth order associated with I.Q.? What are the echoes of the "baby boom"? Be able to support assertions with relevant scientific findings.

Session #12, Changing Family Patterns: Identify the most recent trends in marriage, divorce, family size, and other changing family patterns. Consider the impact of women's issues, pronatalism, and attitudes towards family planning. Assess the impact of these changes for population size and for the individual.

Session #13, United States Population Policies: Practical and Philosophical Considerations: Identify moral dilemmas posed by various population policies; develop a framework with which to resolve policy conflicts.

Session #14, Population Education: Assess various population education teaching techniques and resources, identify which materials are appropriate for various age groups; describe how population education can be integrated into existing courses.

Session # 15, Continued Review of Materials and Resources: Completion of review and assessment of teaching materials. Post-Test and course evaluation.

Basic Texts and Suggested Readings

There are three basic readings from which assignments are taken. It is recommended that each student and teacher have his/her own copy. Teachers may of course substitute texts and related assignments.

1. In the Human Interest, by Lester R. Brown; Norton & Co., 1974, paperback.

2. Population and the American Future: the report of the Commission on Population Growth and the American Future; New American Library, paperback, or Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, Order #5258-0002, $3.10.

3. Population Crisis: an Interdisciplinary Perspective, by S.T. Reid and D. Lyon; Scott Foresman & Co., 1972.

If the students in the course are education majors or practicing teachers, two additional materials are highly recommended for teacher and students; both are available from the Population Reference Bureau, 1754 N Street, N.W., Washington, D.C. 20036.

1. Options: A Study Guide to Population and the American Future, 50¢.

2. Sources and Resources, The most comprehensive list of population education books, teaching units, publications, films, other audio-visual aids and teacher-training opportunities. September, 1975. First copy is free, bulk copies are $1.00 each.

Since both of these materials are teaching aids and contain activity ideas and teaching resources (films, games, books, etc.) they are stongly recommended for use as supplemental materials in teaching this course for any group. For example, Options would be an excellent in-class workbook and would provide the teacher of this course with concise background materials for the brief lectures.

Additional teaching materials which are helpful but not necessary for the teaching of the course are:

1. Interchange: a bi-monthly population education newsletter by the Population Reference Bureau, address above. Free. The back issues which are suggested in various sessions are: Vol. 2, # 1, 2, 3, 5; Vol. 3, # 3, 4.

2. "Population Statistics, What Do They Mean?" a free bulletin from the Population Reference Bureau, address above. Explains the various demographic factors and how they operate.

3. Scientific American, September 1974, Vol. 231, No. 3: Special issue on "The Human Population"; also issued as a paperback by W.H. Freeman Co., San Francisco. $3.95.

In-Depth - For a more scholarly and detailed analysis of the issue, see:

4. Population: Dynamics, Ethics and Policy - a compendium of classic articles on population which originally appeared in Science between 1968 and 1975. Available in paperback at $4.95 from The American Association for the Advancement of Science, 1515 Massachussetts Avenue, N.W., Washington, D.C. 20005.

POPULATION AND HUMAN DEVELOPMENT: CLASS SESSION OUTLINES

Session # 1, History of Human Population Growth

1. Introduction to course -- as inquiry about a problem, not propaganda, as integration of findings of many disciplines and as a look at both the world and the U.S. situations.

2. Pretest on population facts and attitudes. (see appendix, page 28).

3. Overview of topics to be covered

4. Textbooks, assignments, research paper, project.

5. Brief lecture: history and future of human population growth. Presentation of basic concepts: birth rates, death rates, growth rates, fertility rates (total, general) cohort, age composition, dependency ratio. See relevant sections of In The Human Interest and Population and The American Future, (chapter 2 and glossary). See also "Population Statistics: What Do They Mean?" (see suggested readings).

Session # 2, Evolution, Animal Behavior and Anthropologic Data

Assignment

1. Read "Population Control in Primitive Groups" in Reid and Lyon, pp. 49-55.

2. Read any of the following articles or chapters of books dealing with evolution, animal behavior, or early man:

   Jackson, Wes., Man and Environment

   Boughey, Ecology of Population (Last Chapter)

   Lorenz, K. On Aggression

   Storr, Anthony, Human Aggression

   Morris, Desmond, The Naked Ape or The Human Zoo

   Ardrey, Robert, The Territorial Imperative

   Tiger, Lionel, Men in Groups

   Scott, J.P. Animal Behavior (Chapter on Social Behavior)

   Eisenberg, John, ed. Man and Beast: Comparative Social Behavior

   Hinde, Robert A., Biological Bases of Human Social Behavior

   Service, Elmon R., Primitive Social Organization, ch. 2.

   Time-Life Series on Evolution, Primates, Animal Behavior, or Early Man

   Reid, S.T. and Lyon, David, Population Crisis, chapters 8-15.

3. Writing assignment - one page

   Be on both sides of a debate: list briefly from your readings social behavior which humans share -- or seem to share -- with other animals. Then in each instance, comment on how human behavior differs (if it does) or how it is modified by cultural adaptation. What -- if any -- are the implications for understanding population problems?

Discussion: Readings and writing assignment

Brief Lecture: An evolutionary view of population problems; some anthropologic data on population regulation. Some animal studies of crowding. See assigned readings. Also covered in "Society and Fertility Behavior" available from the Population Institute. (see page25)

Session # 3, Population Growth on a Finite Planet

Assignment

1. Read all of Part II "Population Growth on a Finite Planet" in Brown, pp. 28-74.
2. Write very briefly (a paragraph will do) a summary and at least three comments, questions, or complaints on the reading, hereafter referred to as "CQC's".
3. Recommended but not required: "Food and Population" in Scientific American, Sept. 1974, pp. 161-170. "Famine 1975!" by Wm. and Paul Paddock in Hardin, Population, Evolution and Birth Control, Malthus' "Essay on Population" also in Hardin, and "How Green is the Green Revolution?" by Wm. and Paul Paddock, pp. 94-101 in Reid and Lyon.

Brief Lecture: Malthus' predictions. "Malthus and America", a Report About Food and People, by the Subcommittee on Departmental Operations, Committee on Agriculture, U.S. House of Representatives. (Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 40¢. Orders take six weeks; copies are limited and prices are subject to change. Order # Y 4. AG 8/ 1: M 29.) See newspaper reports on the World Food Conference in Rome, Nov., 1974. The American diet and world hunger: see "Starvation Patterns" in Man and the Environment by Jean Mayer, Diet for a Small Planet by Lappe, and Not By Bread Alone, by Brown, listed in bibliography.

Discussion: Food, affluence v.s. population growth, pollution. Refer to readings and assignments.

Visitor: Chandler Tagliabue, Food and Population Committee, ZPG

Film: Can the World Be Fed?

Session # 4, Political Implications of Scarce Resources

Assignment

1. Read Part III in Brown, "Common Dependence on Scarce Resources" pp. 75-98.

2. Summary and 3 CQC

3. Bring in one article or more from newspapers or magazines touching on the political implication of shortages of food or natural resources.

Brief Lecture: A review of Robert Heilbroner's An Inquiry into the Human Prospect (1974) on population, inflation and nuclear war.

Discussion: Readings and news articles. The controversies at the World Population Conference at Bucharest (Aug. '74) between developing and developed, socialist and non-socialist countries. (See newspapers of August '74) See also Interchange, Vol.3 # 4 . Available from the Population Reference Bureau, see p. 8 . See also World Population Conference, #CESI/WPY-13. Available from the U.N. Center for Economic and Social Information, United Nations, New York, N.Y. 10017.

Speaker: Dr. Darrell Randall, Professor, American University, delegate to the World Population Conference.

Session # 5, Population Growth and Social Conditions

Assignment

1. Read Part IV, "Population Growth and Social Conditions" in Brown, pp. 99-127.

2. Read Dudley Kirk's "World Population: Hope Ahead" in Reid and Lyon, pp. 17-22.

3. CQC

Brief Lecture: China, birth control and "barefoot doctors". See "Population: the U.S. Problem, the World Crisis". N.Y. Times Supplement, April 30, 1972, (available free from Population Crisis Committee, 1836 K Street, N.W., Washington, D.C. 20006) Do the theories of the Demographic Transition apply to developing countries? See New York Times Supplement above. Also, "People Packet" available from National Association of Foreign Student Affairs (NAFSA), 1860 19th St., N.W., Washington, D.C. 20009., Interchange, Vol. 3, # 3, available from Population Reference Bureau, (see page 8), and "China's Experience in Population Control" from The Committee on Foreign Affairs, U.S. House of Representatives, Washington, D.C. 20001

Discussion: Readings and comments. Were Dudley Kirk's prophecies correct?

Session # 6, World Population Growth: Problem Solving Strategies

Assignment

1. Read Part V, "Confronting the Population Threat" in Brown, pp. 128-186.

2. Summarize and 3 CQC

Brief Lecture: A review of Population Policy: From the biblical theme of "increase and multiply" to the World Population Conference in August 1974. (see session # 4) See also The Human Population by Ronald Freedman and Bernard Berelson in Scientific American, September 1974. (see suggested readings) "Will Current Programs Succeed" by Kingsley Davis in Science 158-730-739, November 10, 1967. Also in Population, Dynamics, Ethics and Policy on reading list and in Man and the Environment by Jean Mayer listed in Bibliography. Most libraries will have copies of Science magazine.

Discussion: Readings and comments and lecture ideas.

Activities

1. "Global Geography" - a simulation experience/game designed to deepen personal understanding of the interrelationships among world population, food supply, and resources. Available from the Population Institute. (see page 25)

2. How likely is Brown's timetable to be realized? Why? How will it affect our own lives? Write briefly. (10 min.)

Visitor: A representative from The Agency for International Development or from The Office of Population Affairs, U.S. State Department.

Session # 7, Does the U.S. Have a Population Problem?

Assignment

1. Read pp. 1-21 in Population and The American Future

2. Read "The Meaning of the Population/Environment Crisis in the U.S." by Larry Barnett in Reid and Lyon, pp.29-33.

3. Briefly summarize and CQC.

Discussion: on assigned readings. Have we reached zpg? Why is the population still growing? Why is the birth rate going up again? Is the fertility rate really declining? Why the empty classrooms? (see Washington Post, August 26, 1975)

Film: "Population and the American Future", free rental from NAFSA, Carl Heuther and ZPG (see page 3.), based on Population and the American Future

Visitor: Melanie Wirken, lobbyist and political director of ZPG

Session # 8, U.S. Population Distribution and Urbanization

Assignment

1. In Population and the American Future, read Ch. 3, "Population Distribution and Migration Policies", pp.207-229.

2. Briefly summarize and CQC

Brief Lecture: Rural and urban migration: Exchange of blacks and whitesto and from the South, (See Population by William Petersen listed in Bibliography). Discussion of recent trends concerning increased growth of small towns and rural areas. (The rate of population growth is now greater in non-metropolitan areas than in the big cities and suburbs. Nonetheless, the metropolitan areas will contine to get most of the counrty's net population increase due to the largness of the numerical base on which percentage increases are calculated.) Se also Washington Post, article 10-27-74 and Interchange, Vol. 2, Nos. 1-3 and Vol. 3, No. 2, available from the Population Reference Bureau, see page [8] .

Discussion: Readings and handouts. Further questions: Would population redistribution solve most of our problems? Which ones would be alleviated? Which ones would not? What might be some negative costs associated with redistribution? What would happen to the central cities? Availability of farmland? Roadbuilding and power plants? Open space?

Activity:

1. Small group discussions on federal land-use legislation: role-playing and policy making, or

2. Brief written essay on one's personal plans and reasons for migration (or lack of it).

Films: We (30 minutes) 1973 color film on 1970 Census trends (available from National Audio Visual Center, GSA, 4205 Suitland Road, Suitland, Md.)

Session # 9, Immigration

Assignment

1. Read Ch. 13 in Population and the American Future "Immigration" pp. 199-206.

2. Briefly summarize and CQC

3. Present your opinion on immigration. (1-2 pages). What exceptions would you make to your rule?

Brief Lecture: See Readings and "Immigration" issue of the National Reporter (available free of charge from Zero Population Growth, 1346 Connecticut Ave., N.W., Suite 603, Washington, D.C. 20036). The "push-pull" theory.

Discussion : Articles in Washington Post(8-4-75; 6-24-74; 7-5-74), and N.Y Times (1-14-75);also readings. Conflicts of values in immigration policy.

Activity: Page 48 in Options (see suggested reading): simulation of a Senate Subcommittee on Immigration on a bill which would establish a ceiling of 200,000 immigrants to the U.S. annually. Students will take roles of conflicting interest groups-- 1) federal and state labor departments, 2) political refugees, 3) no-growth supporters, 4) international community, and 5) farm workers and unions.

Session # 10, Population and the Individual: Stress, Alienation, Privacy and Politics

Assignment

1. "Population Density and the Style of Social Life" in Reid and Lyon, pp. 112-117.

2. "Mental Health and Overpopulation" in Reid and Lyon, pp. 130-133.

3. In Population and the American Future, pp. 105-108, "Population Density and Population Size"; also Ch. 6, "Government", pp. 77-89.

4. Summarize and CQC

Brief Lecture: Stress and human adaptation. Noise as an example of stress. Human density studies. Animal density studies. Stress-related illness. Individual variation in thresholds. Alienation and political apathy or extremism. See "The Effects of Population Density on Humans" by Jonathan Freedman in Psychological Perspectives and Population, pub. by Fawcett (listed in bibliography); "The Control of Urban Growth" by Jay Forrester in American Public Works Association Reporter, October 1972; "Man Over-adapting" by Rene Dubos in Psychology Today, February 1971 (Vol. 4, # 9).

Discussion: Readings and lecture concepts.

Presentation of Special Paper/Project

Visitor: an M.D. from the National Institute of Mental Health to speak on stress.

Session # 11, Family Size: Effects on Parents, Children and Family Life-Style

Assignment

1. Read "The Case for the 2-child Family", N.Y. Times Sunday Magazine, 1970) by E. James Lieberman, M.D.

2. Work on project or paper.

Brief Lecture: Findings on family size and various measures, e.g. creativity and IQ, marital happiness, etc. Personality characteristics which relate to family size, locus of control, authoritarianism. Child abuse and family size. See "Actual and Expected Consequences of Family Size" available from the Center for Population Studies, National Institute for Child Health and Development, Landow Bldg., Bethesda, Md. 20014.

Discussion: Reading and lecture concepts.

Presentation of Special Paper/Project.

Visitor: A child psychologist or social worker.

Activities: Imagine you are the parent of a 2 year old and a 4 year old. A 3rd pregnancy results in twin boys. List the ways this will affect your family and alter its plans. Include positive as well as negative results. How different would it be if there had been a single birth? How different would it be if you had decided on only two children? Include housing, automobile, vacation, privacy, solitude, career plans of woman, career plans of man, the effects of having planned or not planned the pregnancy and gender preferences.

See "Sex Education Action/Resource Bulletin" - a comprehensive list of activity ideas and resource materials. (Available from the Population Institute, see page 25).

Session # 12, Changing Family Patterns

Assignment

1. In Population and The American Future, read Chapter 7, "Social Aspects" from pp. 93-105 and Chapter 10, "Status of Women and Children" except pp. 144-148.

2. Read "Women: The Marginal Half" in Interchange, Vol. 2, # 5, from the Population Reference Bureau. (see page 8)

3. Summarize and CQC

Brief Lecture: Marriage and non-marriage; single adulthood; Recent trends in family structure, U.S. Census Bureau and the Roper Study on attitudes toward marriage in the Washington Post, p. 31, October 3, 1974. "Can We Believe Recent Data on Birth Expectations in the U.S.?" by Judith Blake in Demography, February, 1974.

Activities

1. "Community Survey on the Status of Women" -- how-to kit for conducting a local survey on the decision making positions held by women.

2. "Sex Roles: A Guide to Simulations, Games, and Activities" -- annotated list of games and activities on women's and men's roles.

3. "International Women's Year Action/Resource Bulletin" -- a list of activity ideas and resources related to women's issues.

All three available from the Population Institute -- see page 26.

Discussion: Pronatalism and Pro-marriage-ism. Conflicting needs of women and children. (Ainsworth data on day care, see bibliography.) Judith Blake on the role of women and Norman Ryder on the family in the Western World in Scientific American, September 1974. (see recommended readings).

Presentation of Special Paper/Project

For Further Readings see Ellen Peck and Judith Senderowitz, Pronatalism: The Myth of Mom and Apple Pie (1974). (Available for $5.95 in hardback or $2.95 paperback from Ani Chamichain, T.Y. Crowell, 666 Fifth Avenue, New York, N.Y . 10019).

Session # 13, United States Population Policies: Practical and Philosophic Considerations

Assignment

1. In Population and the American Future, read chapter 8, "Population and Public Policy" pp. 115-122.

2. In Reid and Lyon, read Garrett Hardin's "The Tragedy of the Commons" pp. 192-200 and Bernard Berelson's "Beyond Family Planning", pp. 176-191. Do you think these two would agree with each other?

Discussion: Moral dilemmas suggested by the readings. Roger McIntyre's idea of licensing parenthood (see "Parenthood Training or Mandatory Birth Control: Take Your Choice" in Psychology Today, October 1973, Vol. 7, No. 5, p. 34) and Garrett Hardin's "Lifeboat Ethics: The Case Against Helping the Poor" in Psychology Today, September 1974, Vol. 8, No. 4, p. 38.

Activities: The Population Activists' Handbook: How-to blueprints for action to bring about needed policy changes, improved education and increased family planning services. Includes step-by-step strategies, tactics, and suggestions. Available from the Population Institute. See page 25.

Presentation of Special Paper/Project

Visitors: The Rev. Philip Wogaman, editor of The Population Crisis and Moral Responsibility (1973) and Mary Garrison, a Vice-President of the D.C. Chapter of the National Organization of Women (N.O.W.) on "Obstacles to Family Planning in a Sophisticated Community -- Montgomery Co., Maryland".

Session # 14, Population Education

Assignments

1. In Population and the American Future, read chapter 9, "Education". pp. 123-137.

2. Summarize and CQC.

Activity: Assessment of materials and resources available for population education including teaching units, slide/tape presentations, films, speakers, and games. See any issue of Teaching Notes on Population: An Occassional Note for College Teachers by Parker Marden available free from The Foreign Area Materials Center, 60 East 42nd Street, New York, N.Y. 10017.

Presentation of Special Paper/Project

Film: "Tomorrow's Child"

Visitor: Lester McCrea, director of the Urban Life-Population Education Institute (ULPEI) of Baltimore Public Schools on teaching "pop. ed."

Session # 15, Continued Review of Materials and Resources

Activity:

1. Continued examination of materials and resources.

Presentation of Special Paper/Project

Post-test and Course Evaluation

Distribution of Population Education Resource List. (Available for $1.50 from Zero Population Growth, 1346 Connecticut Avenue, N.W., Suite 603, Washington, D.C. 20036)

Film: "Boomsville"

Resources Available from the Population Institute

Published by the Population Institute

A. Community Survey on the Status of Women

A how-to kit for conducting a local survey on the positions that women hold in occupational and decision-making structures in local communities. Includes guidelines for conducting an investigation, analyzing the data, drawing cross-cultural comparisions, initiating successful publicity campaigns and pursuing in-depth follow-up in specific areas. A relevant resource for use during the American BiCentennial as well as during International Women's Year. $2.00.

B. Global Geography

A simulation game relating the issues of food shortage, population density, and distribution of wealth. $1.50.

C. International Women's Year Action/Resource Bulletin

A comprehensive listing of activity ideas and resource materials related to women's rights and roles. Project suggestions include media outreach, community and public education efforts and political and school activities. Recommends books, films, articles, and publicity aids. Four page newspaper tabloid format. (Available as follows: single copies free with self-addressed stamped envelope, 2-100 copies 10¢ each; 101 or more copies 8¢ each.)

D. Population Activists' Handbook

A how-to strategy guide for bringing about changes in policy, education and delivery of family planning services. Includes chapters on how to pick your target, how to raise money, using the media and how to organize groups in high schools and colleges. $8.95 hardback, $4.95 paperback.

E. Population Programs Kit

A nationwide list of groups and organizations which offer speakers on the population issue. $1.00.

F. Sex Eduation Action/Resource Bulletin

Information, resources, and action ideas on sex education.

G. The Population Debate

A four part sound filmstrip in color dealing with demography, ecology and food, distribution and economics, and family planning. Descriptive flyer and order form available from the Population Institute.

H. Sex Roles: A Guide to Simulations, Games, and Activities

Lists and describes games, activities, and exercises on women's and men's roles, sex stereotypes, women's history; includes information on where to order games, cost, and age and types of participants for which the activities are designed. (50¢ a copy).

OTHER PUBLICATIONS OF THE POPULATION INSTITUTE

Population Poster Packet: six small posters drawn by children and adults illustrating population and environmental problems. $1.50.

Intern Reports:

Recommendations for Specific Population Policy for the State of Colorado and Suggested Strategy for Implementation, by Lynda Hatami, 1973-1974 Intern.

A summary of Population Policy in Colorado submitted to the Population Institute and the Colorado Population Advisory Council. Summarizes the full report analysis of: 1) current state policies which affect population growth and distribution, 2) the responses of state and local officials to a population policy questionnaire and 3) the recommendations of the Colorado Environmental Commission. Presents strategies for alternative mechanisms to implement various Commission recommendations.

Growth, Planning, and Zoning - The Mixed Experience of Five Michigan Townships, by Lois Scher, 1973-1974 intern.

Covers the growth, planning, and zoning experience of five suburban townships in Wayne County; includes profiles, attitude analysis and comparative observations.

Massachusetts: Present Status of the Abortion Issue-August 1974; Public Education, Advertising, and Legal Problems, by Lise Kenworthy, 1974 Intern.

A discussion of the abortion issue in Massachusetts, including public education, advertising and legal problems.

Also Available:

"Society and Fertility Behavior" by Elaine Murphy, University of Maryland.

A discussion of the relationship between social structure and fertility behavior in humans. Four sections focus on social structure and group size, fertility regulation in later human groups, intermediate variables, fertility in the developing countries today. 25 Pages, $2.00.

APPENDIX 1 - Comments and Reactions

If you have taught this course, in parts or as a whole, we would like to know your reactions.

1. Was the course in general (circle one)

   a. too lengthy
   b. appropriate length
   c. too short

2. Was the course format (circle one)

   a. too structured
   b. adequate flexibility
   c. too unstructured

3. Was the course content (circle one)

   a. too advanced
   b. appropriate academic level
   c. not advanced enough

4. Were the basic readings useful?

   _____Yes _____No

5. Were the suggested additional readings useful?

   _____Yes _____No

6. Were the discussion topics useful?

   _____Yes _____No

7. Were the activities appropriate?

   _____Yes _____No

8. Other comments on format and content:

_____

_____

_____

Please return this form to:

Carol Fontein
Population Institute
110 Maryland Avenue, N.E.
Washington, D.C. 20002

APPENDIX 2 - PRE AND POST TEST QUESTIONNAIRES

The survey of population knowldge questionnaire (# 1) given to the students as a pre-test at the beginning of the course can serve as a useful indication of the general level of knowledge that the students have about population concerns. The test can be used to assess the areas that the students are strong in and that the teacher may therefore wish to cover quickly or skip completely as well the weaker areas which the teacher should emphasize. For example, some classes may be stronger in the demographic aspects, perhaps reflecting the students' background in statistics and the relevant class sessions could be covered in one sitting. Classes which generally respond poorly to the questions on social aspects of population growth might be given more emphasis on these areas.

By giving the same questionnaire as a post-test at the completion of the course, the teacher will have a general indication of the extent to which the course has been successful in increasing the level of knowledge. The results may indicate particular class sessions that need to be revised or strengthened.

Questionnaires 2 and 3 were drawn from the 1971 National Public Opinion Survey sponsored by the Commission of Population Growth and the American Future. They may also be used by interested teachers to indicate what effect, if any, the course has had on the level of concerns and attitudes among the students about population trends and policy.

Questionnaire 1 - Survey of Population Knowledge

Directions

Please answer every item. When a choice is difficult, choose the answer which most nearly fits what you think. Please do not use your name. This questionnaire is entirely independent of the course you are enrolled in. Your professors will not see the questionnaires nor the results. Thank you very much for participating in this study.

1. What is the population of the world today?
   A. 900 million
   B. 2.2 billion
   C. 3.9 billion
   D. 7.4 billion
   E. 22 billion

2. What is the present rate of growth of world population?
   A. 1 %
   B. 2 %
   C. 5 %
   D. 10 %
   E. 25 %

3. If world population continues its present rate of growth how long will it take to double?
   A. 10 years or less
   B. approximately 20 years
   C. approximately 35 years
   D. approximately 85 years
   E. approximately 120 years

4. What is the population of the U.S. today?
   A. under 50 million
   B. about 75 million
   C. about 110 million
   D. about 210 million
   E. over 500 million

5. If the U.S. population continues to grow at its present rate, how long will it take to double?
   A. 10 years or less
   B. approximately 20 years
   C. approximately 35 years
   D. approximately 85 years
   E. approximately 120 years

6. Which of the following countries has the greatest number of people?
   A. China
   B. India
   C. United States
   D. Soviet Union
   E. Brazil

7. Which of the following countries has the fastest growing population in the world today?
   A. Soviet Union
   B. United States
   C. Mexico
   D. West Germany
   E. India

8. In the last year, the actual number of people in the U.S. :
   A. has declined by over a million
   B. has increased by over a million
   C. has increased by about 500
   D. has stayed just the same, i.e, has stabilized

9. All else being equal, a continuing American family size which averages 3 children would result in:
   A. a population which eventually will stabilize
   B. a population which will grow continuously
   C. a population size very little different from a 2 child average family
   D. an eventual decline in population
   E. I don't know

10. The post-World War II "baby boom":
   A. was of minor significance demographically
   B. continued the trend for the decade before it
   C. is partially responsible for unemployment today
   D. meant reduced taxes in the 1950's
   E. I don't know

11. The U.S. population:
   A. is about evenly divided between rural areas and urban areas
   B. is 75% urban
   C. is 75% rural
   D. except for a few big cities, is mostly centered in hundreds of small towns
   E. I don't know

12. In the last few years, legal immigration from other countries has:
   A. represented about 25% of our annual population growth
   B. helped balance the continued decline in population
   C. has had almost no impact on the U.S. population
   D. declined considerably
   E. I don't know

13. To know for sure whether a country's population is growing, you would have to know:
   A. if people are having larger families than before
   B. if more people are getting married and having families than before
   C. if people are living longer than before
   D. if the birth rate is larger than the death rate
   E. I don't know

14. In general, countries which have become mainly urban and industrial:
    A. decrease their birth rates
    B. increase their birth rates
    C. have little change in their birth rate
    D. increase their death rate
    E. I don't know

15. According to recent analyses, population growth in developing countries:
    A. has helped economic development
    B. has hindered economic development
    C. has had little effect on economic development
    D. I don't know

16. If current rates of both world population growth and food production continue, there will be:
    A. increased food shortages and famines
    B. about the same amount of food per capita
    C. an improvement in amount of food per capita
    D. I don't know

17. In terms of the casues of increased pollution in the U.S.:
    A. industrial growth (more cars, etc) is mainly responsible
    B. population growth and industrial growth are equally responsible
    C. littering and wastefulness by individuals is mainly responsible
    D. I don't know

18. According to a recent study, continued population growth in the U.S. would:
    A. increase government inefficiency and expense
    B. yield a net increase in tax revenues
    C. increase an individual's impact on government decisions
    D. have little or no effect on government operation
    E. I don't know

19. The U.S. represents about 5% of the world's population; it consumes what per cent of the world's natural resources?
    A. 5-10%
    B. 10-30%
    C. 30-60%
    D. 60-90%
    E. I don't know

20. Children from large families are more likely to:
    A. have lower IQ scores
    B. to be more creative
    C. to get along better with others
    D. to have fewer motor skills
    E. I don't know

21. According to the 1970 Census, 70% of the U.S. population growth was due to births to:
    A. people on welfare
    B. white middle class
    C. Catholics
    D. immigrants
    E. I don't know

22. Couples who earn higher incomes are more likely to have:
    A. larger families
    B. smaller families
    C. the same size families as others
    D. no children
    E. I don't know

23. According to 1970 studies, approximately what per cent of births in the U.S. are unplanned?
    A. 10%
    B. 25%
    C. 50%
    D. 75%
    E. I don't know

Answer Key to Questionnaire 1

1. C
2. B
3. C
4. D
5. D
6. A
7. C
8. B
9. B
10. C
11. B
12. A
13. D
14. A
15. B
16. A
17. B
18. A
19. C
20. A
21. B
22. B
23. C

Questionnaire 2: Level of Concern about Population Trends

1. Do you feel that growth of the U.S. population is a serious problem, a problem but not so serious or not a problem at all?

   a. a serious problem
   b. no so serious a problem
   c. no problem at all
   d. no opinion

2. Do you feel that growth of world population is a serious problem, a problem but not so serious or not a problem at all?

   a. a serious problem
   b. not so serious a problem
   c. no problem at all
   d. no opinion

3. Would you be concerned if the population growth of the U.S. slowed down and gradually leveled off?

   a. very concerned
   b. concerned
   c. not concerned
   d. glad about it
   e. no opinion

4. Do you agree or disagree with those who claim that population growth is causing the country to use up its natural resources too fast?

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

5. Do you agree or disagree with those who claim that population growth is one of the main reasons for air and water pollution?

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

6. Do you agree or disagree with those who claim that population growth helps keep our economy prosperous?

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

7. Do you agree or disagree with those who claim that population growth is producing a lot of social unrest and dissatisfaction?

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

8. Do you agree or disagree with those who claim that population growth is important in keeping up our nation's military strength?

   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

9. Do you feel the population distribution in the U.S. is a serious problem, a problem but not so serious, or not a problem at all?

   a. a serious problem
   b. not so serious a problem
   c. no problem at all
   d. no opinion

10. Do you think the size of the population of this whole rural/metropolitan area is about right, or do you think it should be smaller or larger?

   a. about right
   b. should be smaller
   c. should be larger
   d. no opinion

Questionnaire 3 - Population Policy Attitudes

1. Do you think that the government should or should not try to do anything to slow down population growth in the U.S.?
   A. should
   B. should not
   C. no opinion

2. Do you think that the number of foreign immigrants coming into the United States should be increased, reduced, or left the same?
   A. increased
   B. reduced
   C. left the same
   D. no opinion

3. Do you think that information about birth control should or should not be made available by the government to all men and women who want it?
   A. should
   B. should not
   C. no opinion

4. What about birth control supplies themselves? Do you think that the government should make such supplies available to all men and women who want them?
   A. yes
   B. no
   C. no opinion

5. Do you think that the decision to have an abortion in the early months of pregnancy should be made solely by the couple and their doctor, or do you think that such abortions should be permitted only under certain circumstances?
   A. solely by the couple and their doctor
   B. permitted only under certain circumstances
   C. not permitted under any circumstances
   D. no opinion

6. Do you think the government should or should not help make abortion available to all women who want it?
   A. should
   B. should not
   C. no opinion

7. Do you believe that schools in the U.S. should give special attention to causes and consequences of population growth?
   A. yes
   B. no
   C. no opinion

8. Some people say that sex education in the schools will help to reduce the number of teenage pregnancies and out-of-wedlock babies born in this country. Do you agree or disagree?
   A. agree
   B. disagree
   C. no opinion

9. Would you be for or against our high schools offering information on ways of avoiding pregnancy?
   A. for
   B. against
   C. no opinion

10. Do you think that tax laws should encourage couples to have children, discourage them, or be neutral, that is, neither encourage nor discourage them?
   A. encourage
   B. discourage
   C. neither
   D. no opinion

11. Do you think the Federal Government should discourage or should not discourage further growth of large metropolitan areas?
   A. should
   B. should not
   C. no opinion

12. Do you feel the Federal Government should or should not try to encourage people and industry to move to smaller cities and towns?
   A. should
   B. should not
   C. no opinion

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